



The SMMUSD VAPA DAC feels specific issues should be highlighted for consideration by the School Board based on commentary from students, parents and teachers that illustrate the problems and paradoxes they face in successful participation in VAPA classes within the context of a student's full academic schedule and individual ambitions.

Below are three areas of concern where we feel special attention is in order.

MIDDLE SCHOOL ELECTIVES:

Only one elective will fit into the conventional day schedule in middle school. It appears that AVID students (and students in other special programs) are prohibited from participating in other elective classes in seventh grade.

This results in many VAPA students either losing continuity and educational progress or dropping out of VAPA classes altogether.

ALTERNATIVE CLASS SCHEDULES:

Equitable access problems remain for students who require Summer School or other alternative class times to fulfill VAPA and non-VAPA course requirements.

These conflicts continue to escalate as fewer classes are offered in Summer School and AM or after school periods during the regular academic year, which creates competition between students for limited spaces. We anticipate that the conflicts and competition could increase with the introduction of late-start time scheduling as per SB 328.

We hope that the dramatic adjustment to class schedules will provide an opportunity to establish greater flexibility and increase equitable access.

In some cases, existing requirements for alternative scheduling arrangements have been exclusionary, discriminating against students who need flexibility in their conventional class schedule to facilitate equitable opportunities for achieving excellence in the arts, sports and languages classes.

Consistent, sequential classes in VAPA subjects are crucial to maximize opportunities for college acceptance and other post-High School and career opportunities.

BLOCK SCHEDULES:

Concerns have been raised in public commentary that over-extending periods for music classes can pose problems with concentration and muscle fatigue for fingers, arms, mouth/lips and vocal cords, resulting in injury and ineffective development of proper music skills.

The successful development of music technique and talent depends on structured daily practice to develop the physical strength and muscle memory essential for excellence in instrumental or vocal performance.

We recommend that the Board consider investigating these issues, with research into the impact of block schedules; the number of underserved students who need access to classes outside of the regular school day; and eliminating hurdles that complicate equitable access to electives (such as theatre and visual arts) at the middle school level.

1/23/20



Board of Education Mid-Year Report 2019-20

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2019-2020 VAPA DAC MEMBERSHIP

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(*This list does not include the elementary schools.*)

Visual & Performing Arts District Advisory Committee

Board of Education Mid-Year Report 2019-2020

Visual and Performing Arts DAC

Administrator Co-chairperson: Dr. Jacqueline Mora

Voting Co-chairperson: Janis Gabbert

Staff Liaison: Tom Whaley

Board Liaisons: Dr. Maria Leon-Vazquez and Dr. Richard Tahvildaran-Jesswein

Charges for 2019-20 -- Approved by the Board of Education on 9/5/19:

- Support a comprehensive preK-12 arts education program as an integral part of the core curriculum offered at all SMMUSD students, with dance, media arts, music, theater, and visual arts taught as discrete disciplines and integrated into other subject areas; as we align with and promote the Excellence through Equity Plan, which includes teaching cross-cultural and socio-emotional skills.
- Serve as a conduit for parents, teachers, students and community members to inform and make recommendations to the Board of Education on matters related to equitable access and successful participation in comprehensive, sequential, standards-based preK-12 arts education while comparing the District's curriculum, scheduling, staffing, instructional materials, equipment, and facilities with National and State standards and frameworks; as we align with and promote the Excellence through Equity Plan.
- Review and advise regarding the district's Arts for All Strategic Plan to align with and promote the Excellence through Equity Plan.

1. Accomplishments to date in meeting the charges:

- A. Support a comprehensive PreK-12 arts education program as an integral part of the core curriculum offered to all SMMUSD students, with the arts taught as discrete disciplines and integrated into other subject areas; as we align with and promote the Excellence through Equity Plan.**

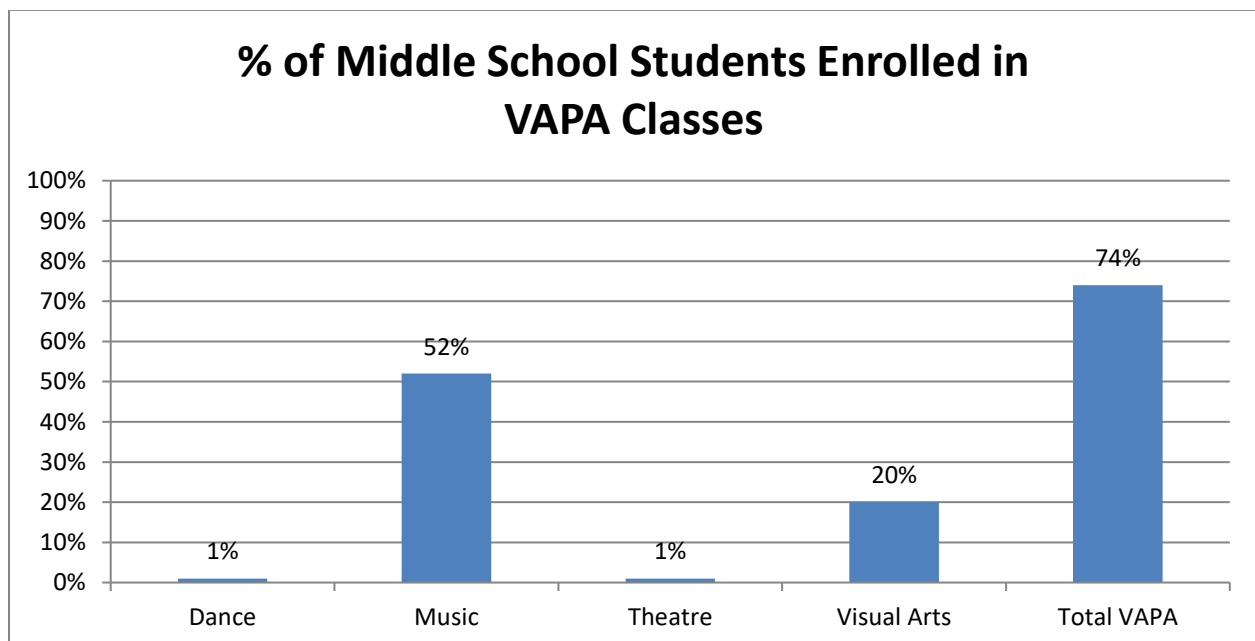
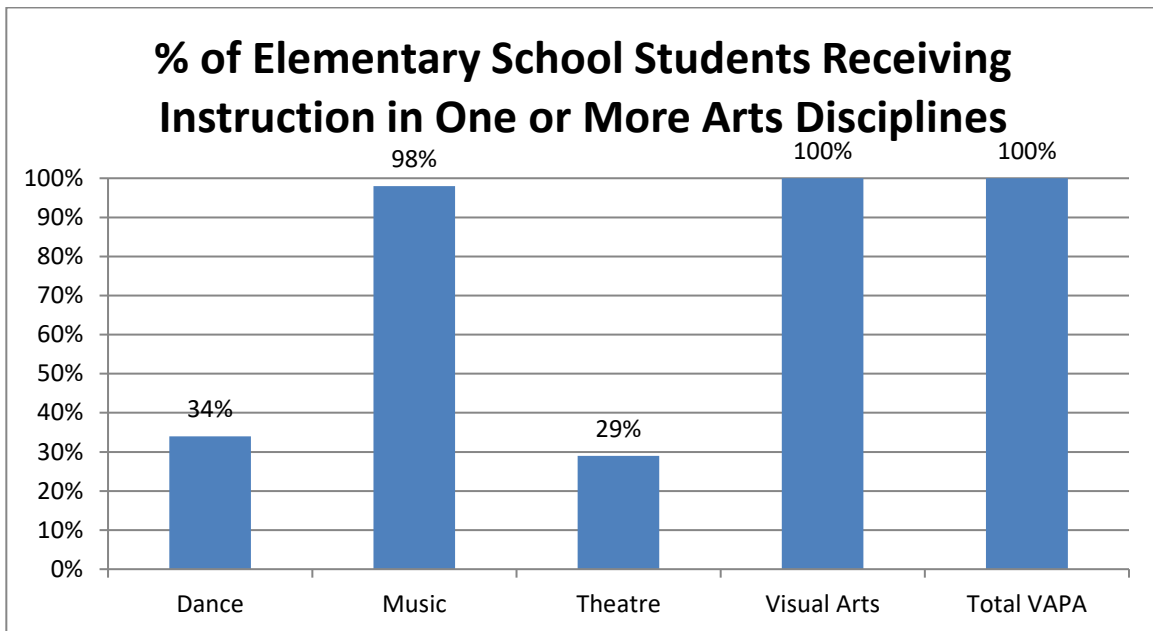
All TK-12 students should have access to instruction during the school day by highly qualified teachers in all four arts disciplines: **Dance, Music, Theatre, and Visual Arts.**

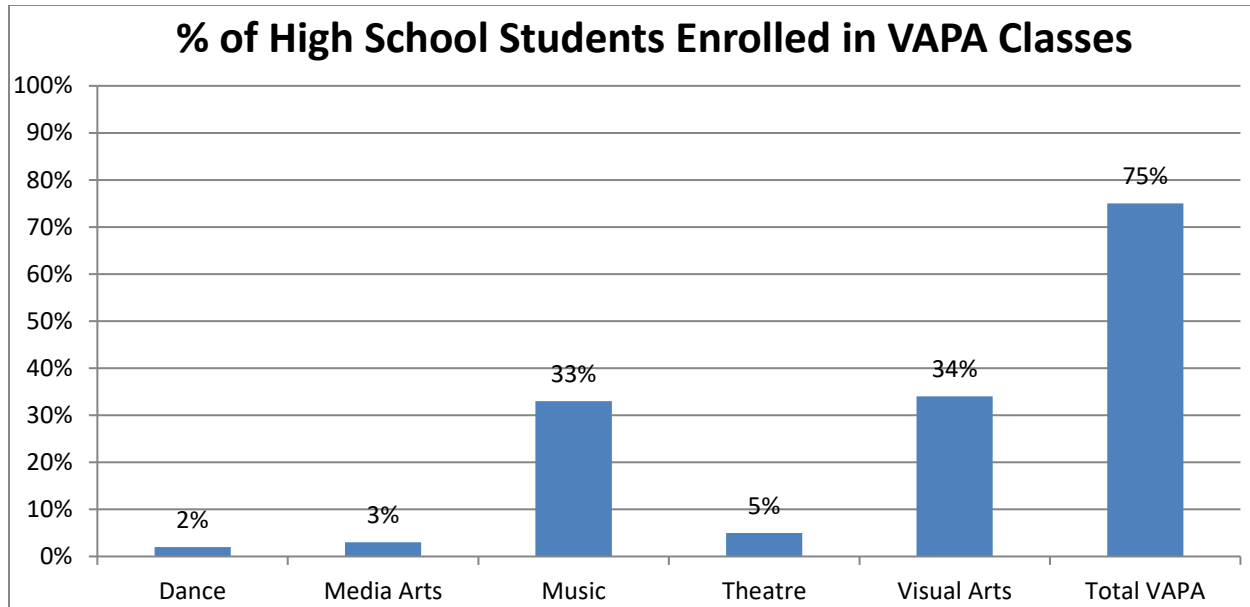
Enrollment in VAPA Classes in 2019-20:

100% of SMMUSD Elementary School students are receiving instruction in one or more of the Visual and Performing Arts (VAPA) disciplines in 2019-20.

74% of SMMUSD Middle School students are enrolled in VAPA classes in 2019-20.

75% of SMMUSD High School students are enrolled in VAPA classes in 2019-20.





The VAPA DAC has reviewed course 2019-20 VAPA class offerings and finds the following deficiencies:

Deficiencies at the Elementary School Level:

Because individual principals make independent decisions on the P.S. ARTS **Music**, **Theatre**, and **Visual Arts** rotations for their schools, **not all TK-5 students are receiving instruction in all 4 arts disciplines**, with the result that not all students are equitably prepared to continue their studies in arts disciplines in grades 6 through 12.

Elementary School VAPA Deficiencies	Dance	Music	Theatre	Visual Arts	
Edison	TK - 3				
Franklin	K - 3		K - 2		
Grant	TK - 3		TK - 5		
Malibu Elem	K - 3		K - 5		
McKinley	TK - 3		TK - 5		
Muir	K - 3		K - 5		
Rogers	TK - 3		TK - 5		
Roosevelt	TK - 3		TK - 2		
Webster	TK - 3		TK - 5		
SMASH	K - 3	K - 2			

Deficiencies at the Middle School Level:

Middle School VAPA Deficiencies	Dance	Music	Theatre	Visual Arts	
John Adams	7 – 8; once a week only for grade 6	Only 3 days per week	After school musical only	Exploratory only in grade 6	

Lincoln	7 – 8; once a week only for grade 6		After school musical only	Exploratory only in grade 6	
Malibu	7 – 8; once a week only for grade 6				
SMASH	8; once a week only for grades 6 & 7	Only 2 days per week	Arts integration only	Arts integration only	

Deficiencies at the High School Level:

High School VAPA Deficiencies	Dance	Media Arts	Music	Theatre	Visual Arts
Malibu	9 - 12				
Olympic	9 - 12		9 - 12		
Samohi				No Stage Tech class	
PPBL	9	9	9	9	9

- B. Serve as a conduit for parents, teachers, students and community members to inform and make recommendations to the Board of Education on matters related to equitable access and successful participation in comprehensive, sequential, standards-based preK-12 arts education while comparing the District’s curriculum, scheduling, staffing, instructional materials, equipment, and facilities with National and State standards and frameworks; as we align with and promote the Excellence through Equity Plan.**

The VAPA DAC members include district parents, staff, and community members. This Mid-Year Report includes our recommendations to the Board of Education on matters related to our charge.

- C. Review and advise regarding the district’s 6-Year Arts Education Strategic Plan to align with and promote the Excellence through Equity Plan.**

The Community Arts Team (CAT) developed a new draft six-year strategic plan during the 2017-18 school year, in alignment with the school district’s Excellence through Equity Plan. The goal was to expand the Visual and Performing Arts within SMMUSD, so that all students have access to high quality, sequential, standards-based visual and performing arts education during the school day. The draft plan was tailored to the diverse and unique needs of SMMUSD students. It has been reviewed by the VAPA teachers and principals and will be presented to the Board of Education by the end of the 2019-20 school year.

II. Highlights to date of particular note:

Studies and Reports:

2019 Otis Report on the Creative Economy – Los Angeles Region and the State of California -- <https://www.otis.edu/creative-economy/2019> -- Key findings: \$604 billion in total creative economic output; 2.6 million jobs generated; \$227 billion in wages earned. Industries: architecture and related services, creative goods and products, entertainment and digital media, fashion, fine arts and performing arts.

Creative Capital: Culture, Community, Vision – City of Santa Monica

Santa Monica has an extraordinary proportion of artists, performers, designers, writers, directors and other professionals who work in the creative sector, more than six times the national average. **43% of Santa Monica’s adults make all or part of their living in arts-related fields.... 1,634 arts-related businesses in Santa Monica employ 11,464 people.**

2016 College-Bound Seniors: Total Group Profile Report, The College Board, 2016 --

Arts participation and SAT scores tend to increase linearly: the more arts classes, the higher the scores. This relationship is illustrated in the 2016 results. Students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 56 points on the critical reading portion, 51 points on the math portion, and 59 points on the writing portion of the SAT.

<https://reports.collegeboard.org/pdf/total-group-2016.pdf>

Music engagement and achievement predicts higher grades in math, science and English — 7/1/19 – *The Conversation* -- <http://theconversation.com/music-engagement-and-achievement-predicts-higher-grades-in-math-science-and-english-119066>

What does maturing mean after elementary school? Here’s one thing it shouldn’t mean: dropping music at school. My colleagues and I at the University of British Columbia studied over 110,000 public school students. We learned that students involved in extended music engagement (between grades 8 - 12) do one full year better academically than non-music peers, particularly when engaged in instrumental music sustained over years of schooling. Also, music achievement predicts academic achievement in math, science and English. Music matters for its own sake, but also because, as our study shows, music engagement sustained from childhood into adolescence – particularly instrumental music that begins in elementary school – is significantly related to better high school achievement.”

Music Training Can Change Children’s Brain Structure and Boost Decision-Making

Network: A new study by the Brain and Creativity Institute at USC is the latest in a series examining how music learning may enhance children’s emotional and intellectual development -- 11/13/17 – *USC News* -- <https://tinyurl.com/y9zyvs4x>

If the brain is a muscle, then learning to play an instrument and read music is the ultimate exercise. Two new studies from the **Brain and Creativity Institute at USC** show that as little as two years of music instruction has multiple benefits. Initial results published last year showed that **music training accelerates maturity in areas of the brain responsible for sound processing, language development, speech perception, and reading skills.** “Our findings suggest that **musical training is a powerful intervention that could help children mature emotionally and intellectually.**”

The California Board of Education, through AB 2862, authorized revision of the Visual and Performing Arts standards by 2019. <https://tinyurl.com/ygt5zahm>

This 2016 bill required the state Superintendent to recommend revisions to the Visual and Performing Arts (VAPA) content standards, based on the **National Core Arts Standards**; required the state board to adopt, reject, or modify the recommendations by **January 2019**; required the state board to consider the adoption of a **curriculum framework** and **evaluation criteria for instructional materials** that are aligned to the new VAPA content standards by **July 2020**; and authorized the state board to **adopt instructional materials** for K-8, aligned to the new standards, by **November 2021**.

III. Suggested direction for 2020-21:

1. Maintain the Board and District commitment to the development and adoption of a new 6-year SMMUSD Arts Education Strategic Plan, which the DAC will bring to the Board for adoption by the end of 2019-20, in order to begin implementation in 2020-21. **Continue making progress toward providing all students at all grade levels with access to instruction in all the arts disciplines.**

2. VAPA Coordinator – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. Our district is eligible for specific grant funding because we have an administrative level coordinator in place.

3. Identify needs by arts discipline:

- **Dance** – Expand Dance instruction in the elementary schools to additional grade levels. To provide equitable access to arts instruction across the district, add district-funded

Dance classes at Lincoln, Malibu, and SMASH Middle Schools, as well as Malibu High School.

- **Music** – Maintain the district-wide Elementary Music program, currently serving only grades 3, 4, and 5. It is the foundation of the entire district music program. Continue to support the pilot Mariachi program. To provide equitable access to arts instruction across the district, provide district funding for all three music classes at SMASH Middle School, and explore options for offering more than one level of band and orchestra instruction.
- **Theatre** – To provide equitable access to arts instruction across the district, add district-funded Theatre classes to be scheduled during the school day at John Adams, Lincoln, and SMASH Middle Schools. Maintain the current Theatre programs at Malibu Middle and High School, Olympic High School, and Santa Monica High School, as well as the afterschool spring musical programs at Lincoln and John Adams Middle Schools that are co-funded by the Ed Foundation and the PTSAs. Explore funding to reinstate the Technical Theater class at Santa Monica High School.
- **Visual Arts** – To provide equitable access to arts instruction across the district, provide district funding for Art instruction at SMASH Middle School. Maintain the current Visual Arts programs at John Adams, Lincoln, and Malibu Middle Schools, as well as Malibu, Olympic, and Santa Monica High Schools. Identify funding to maintain the CTE Digital Design, Film & Video Production, and Photography classes at Malibu High and Santa Monica High School.

4. Monitor the implementation of the California adoption of the new National Core Arts Standards -- <http://www.NationalArtsStandards.org/>

5. Scheduling –

- Explore the impact on access to Arts electives of the current ISPE (Independent Study P.E.) policy and Summer Get Ahead enrollment priorities.
- **Provide equitable access** to AM classes and summer school classes, including summer school classes in the arts.
- Equitable access is especially important for 9th and 10th graders at Samohi, for students at Lincoln Middle School, and for students at John Adams Middle School who participate in the Spanish immersion and AVID programs.
- Improving access for those students who otherwise might not be able to fit a variety of classes into their schedules, would encourage their successful uninterrupted participation in arts classes, foreign language classes, and sports.
- There has been an ongoing shortage of summer school classes, despite strong, sustained demand, necessitating enrollment by lottery. The lottery seems inequitable because

priority is given to some categories of students (as it should be) but not to VAPA students.

- Explore the feasibility of offering PM classes, in order to expand the opportunity/access for some students whose families' schedules prevent their attendance at AM classes.

6. High school graduation requirements – Change Board Policy 6146.1 (High School Graduation Requirements) to include at least one year of visual and performing arts classes **AND** one year of a foreign language.

7. Facilities – The John Adams Middle School Auditorium has been closed since Fall 2014.

Ensure that any VAPA facilities built with school bond funds are constructed according to national 2014 *Opportunity-to-Learn Standards for Arts Education* and the district's own VAPA facilities guidelines, adopted in 2000. Ensure that any VAPA facilities included in the upcoming JAMS and Lincoln Master Plans follow these same guidelines.

8. Budget Deliberations

- When discussing budget cuts, the VAPA DAC urges the Board of Education to avoid eliminating entire curriculum areas, such as Elementary Arts Education (Dance, Music, Theatre, and Visual Arts).
- Maintain support for the P.S. ARTS program in the elementary schools.
- **Maintain support for the CTE VAPA classes at the high schools.**
- For district-wide VAPA events, such as the annual District-wide Art Show which showcases the district's VAPA programs to the community but is not a ticketed event, establish a budget for renting exhibit space, purchasing essential presentation materials for student artwork, and hiring temporary classroom subs for the Art teachers to enable them to mount the exhibit.

9. Implement “STEAM” (as opposed to “STEM”) -- The California Music Educators Association states that, *“As a stand-alone approach to providing arts education, STEAM fails to provide foundational learning necessary in the arts disciplines so that effective arts learning can take place. California students must first be provided access to discrete music and arts classes taught by qualified teachers so that learning in the arts builds over time. **The STEAM Model is an effective tool in education only when paired with sequential, standards-based arts education provided by qualified teachers.”***

Just as children cannot optimally learn STEM without learning how to read or master arithmetic, they cannot develop VAPA skills through random integrated arts projects without sequential, standards-based arts education.

IV. Budgetary Implications:

The VAPA DAC strongly recommends **increasing** current funding for district-funded VAPA programs, which are an integral part of core curriculum.

The VAPA DAC is particularly concerned about:

- 1) Maintaining sustainable funding for CTE VAPA classes at the high schools, and
- 2) Maintaining sustainable funding for TK-5 VAPA programs provided by P.S. ARTS.

2019-20 VAPA DAC

Members: Annie Azzariti, Deborah Berek, Scott Ferguson, Janis Gabbert, Zina Josephs, Elizabeth Manco, Lydia Muraro, Lana Negrete, Domenic Piturro, John Redfield, and Ann Thanawalla

Administrator Co-chairperson: Dr. Jacqueline Mora, Asst. Supt. for Educational Services

Voting Co-chairperson: Janis Gabbert

Vice-chairperson: Lydia Muraro

Secretary: Zina Josephs

Staff Liaison: Tom Whaley

Board Liaisons: Dr. Maria Leon-Vazquez and Dr. Richard Tahvildaran-Jesswein

Background information:

1. Elementary School VAPA programs
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(*This list does not include the elementary schools.*)

1. Elementary School VAPA programs:

District Music program for Grades 3 -5:

- The elementary Music teachers are credentialed and are funded by the district.
- All 3rd grade students are taught General Music once a week for 40 minutes.
- All 4th and 5th graders choose either choir, string instruments, or wind instruments. They are taught in 40-minute classes twice a week, during school hours.

Mariachi: The elementary “pilot” program began in January 2019 at Edison Language Academy. In 2019-20, 50 districtwide 5th graders are participating at Edison, and 64 middle school students are participating at Virginia Avenue Park. The City of Santa Monica is contributing \$19,200 for the elementary program, and Arts Ed Collective (LA County) is contributing \$18,500 for the middle school program.

Music -- Dream Programs:

The Gail Dorin Music Foundation, the Ella Fitzgerald Charitable Foundation, and the Ed Foundation fund the **Dream Strings**, **Dream Winds**, and **Dream Voice** programs to provide music coaches for music students at the Title I elementary schools and the middle schools.

Music -- Bergmann Program:

The **Peggy Bergmann Arts Endowment Fund** in memory of John and Lenore Bergmann funds instruments and semi-private lessons for qualifying students throughout the District. **200 SED students in grades 4-12 will receive 18 lessons in 2019-20.**

P.S. ARTS 2019-20 rotations and arts disciplines:

- Each class meets once a week during regular school hours.
- **TK/PreK/K:** 30 minutes minimum of instructional time, with the option to schedule up to 50 minutes
- **Grades 1-5:** 50 minutes of instructional time

Edison: Grades Pre-K & TK-5 -- Bilingual Theater instruction for 20 weeks, with some integrated Visual Arts lessons, for 10 weeks

Franklin: Grades TK-2 -- Music for 15 weeks & Visual Art for 15 weeks
Grades 3-5 -- Theater for 15 weeks & Visual Art for 15 weeks

Grant: Pre-K & TK-2 -- Music for 15 weeks & Visual Art for 15 weeks
Grades 3-5 -- Visual Art for 30 weeks

McKinley: Grades PreK-5 -- Visual Art for 30 weeks

Muir: Grades K-5 -- Visual Art for 30 weeks

Malibu: Grades TK-2 -- Music for 15 weeks & Visual Art for 15 weeks
Grades 3-5 -- Visual Arts for 30 weeks

Rogers: Grades PreK-5 -- Visual Art for 30 weeks

Roosevelt: Grades TK-2 -- Music for 15 weeks & Visual Art for 15 weeks
Grades 3-5 -- Theater for 15 weeks & Visual Art for 15 weeks

SMASH: Grades K-5 -- Theater for 15 weeks & Visual Art for 15 weeks

Webster: Grades TK-2 -- Music for 15 weeks & Visual Art for 15 weeks
Grades 3-5 -- Theater for 15 weeks & Visual Art for 15 weeks

2. Ed Foundation-funded Stretch Grants that supplement the P.S. ARTS program: <https://www.smedfoundation.org/programs/program-schools>

Edison -- TK-2 Spanish Music program
Muir -- TK-2 Music program with Miss Betsy
McKinley -- TK-2 Music program
Rogers -- TK-2 Music Rhapsody program
SMASH -- Middle School Band, Orchestra, and Visual Arts instruction

3. Middle School district-funded VAPA classes offered in 2018-19:

John Adams Middle School -- 1,064 total students in 2015-16
1,065 total students in 2016-17
1,063 total students in 2017-18
1,032 total students in 2018-19
1,006 total students in 2019-20

Dance: The district-funded dance class was reinstated for 2017-18 after a 2-year absence, then eliminated again in 2019-20. (The auditorium has been closed since 2014.) The Ed Foundation funds a visiting dance specialist in some 6th grade PE classes.

-- 27 students (2018-19)

-- **No dance class listed for 2019-20**

Music: Boys Chorus, Girls Chorus, Girls Chorus II, Concert Choir, Honors Choir; Band, Band (2nd section), Band II, Band II (2nd section) Band III, Band IV; Orchestra, Orchestra II, Orchestra II (2nd section), Orchestra III; Music Conversion **(Orchestra IV deleted in 2016-17)**

-- 555 students (2015-16)

-- 567 students (2016-17)

-- 531 students (2017-18)

-- 532 students (2018-19)

-- **504 students (2019-20)**

Theatre: no district-funded Theatre classes – Ed Foundation and PTSA grants from JAMS and SMASH support an after-school spring musical at JAMS which includes SMASH students. It is called the JAMS/SMASH Theatre Company.

Visual Arts: Art Foundation (3 sections), Art (1 section),

Exploratory Art/PLTW (semester-long) – added in 2019-20

**Exploratory 6 Art (year-long – 2 sections) -- eliminated in 2019-20
(1.2 FTE reduced to 1.0 FTE)**

-- 191 students (2015-16) -- 113 students + 78 trimester Exploratory students

-- 164 year-long students (2016-17) -- 40 7th/ 8th graders on waiting list

-- 167 year-long students (2017-18)

-- 168 year-long students (2018-19)

-- **169 = 111 year-long students + 58 semester-long students (2019-2020)**

Total VAPA enrollment: 746 in 2015-16 (70% of total enrollment)

722 in 2016-17 (68% of total enrollment)

726 in 2017-18 (68% of total enrollment)

727 in 2018-19 (70% of total enrollment)

673 in 2019-20 (67% of total enrollment)

Lincoln Middle School -- 1,067 total students (2015-16)
1,069 total students (2016-17)
1,077 total students (2017-18)
1,138 total students (2018-19)
1,116 total students (2019-20)

Dance: no district-funded classes – A visiting dance specialist in some 6th grade PE classes is funded by the Ed Foundation.

Music: Boys Chorus, Girls Chorus, Chorale II, Concert Choir, Chamber Singers;
Band, Band II Brass, Band II Woodwinds, Band III, Band IV;
Orchestra, Orchestra II (Violin); Orchestra II (Viola, Cello, Bass); Orchestra III,
Orchestra IV
-- 562 students (2015-16)
-- 552 students (2016-17)
-- 554 students (2017-18)
-- 563 students (2018-19)
-- 585 students (2019-20)

Theatre: no district-funded Theatre classes – Ed Foundation and PTSA grants support an after-school spring musical at Lincoln.

Visual Arts: Art (4 sections – year-long), **Exploratory 6 Art (1 section – quarter system)**
-- 162 students (2015-16) = 108 year-long students + 54 semester-long Exp 7 students
-- 193 students (2016-17) = 82 year-long students + 81 trimester Exploratory 7 and
30 semester-long Exploratory 8 students
-- 250 students (2017-18) = 112 year-long students + 90 trimester Exploratory 7 and
48 semester-long Exploratory 8 students
-- 237 students (2018-19) = 109 year-long students + 128 quarter-long Exp 6 students
-- 236 students (2019-20) = 112 year-long students + 124 quarter-long Exp 6 students

Total VAPA enrollment: 723 students in 2015-16 (68% of total enrollment)
761 students in 2016-17 (71% of total enrollment)
804 students in 2017-18 (75% of total enrollment)
800 students in 2018-19 (70% of total enrollment)
821 students in 2019-20 (74% of total enrollment)

Malibu Middle School -- 432 total students (2015-16)

377 total students (2016-17)

336 total students (2017-18)

348 total students (2018-19)

334 total students (2019-20)

Dance: no district-funded Dance classes -- A visiting dance specialist in some 6th grade PE classes is funded by the school district.

Music: **Exploratory 6 Music (semester-long) has been eliminated in 2019-20.**

Concert Choir, Honors Choir, (none in HS Chorale in 2019-20)

Intro Winds, Band

Intro Strings, Orchestra, Symphony Orchestra

-- 243 students (2015-16) = 183 year-long students + 60 trimester-long Exp 6 students

-- 194 students (2016-17) = 149 year-long students + 45 trimester-long Exp 6 students

-- **142 students (2019-20)** = all year-long students

Theatre: Theater Arts (one section – **2 days a week after school in 2019-20**)

-- 21 students (2015-16)

-- 22 students (2016-17)

-- 24 students (2017-18)

-- 21 students (2018-19)

-- **21 students (2019-20)**

Visual Arts: Art (4 sections), Exploratory 6 Art (**trimester rather than semester-long in 2019-20**)

-- 165 students (2015-16) = 105 year-long students + 60 trimester-long Exp 6 students

-- 151 students (2016-17) = 106 year-long students + 45 trimester-long Exp 6 students

-- 133 students (2017-18) = 93 year-long students + 40 semester-long Exp 6 students

-- 116 students (2018-19) = 72 year-long students + 43 semester-long Exp 6 students

-- **140 students (2019-20) = 95 year-long students + 45 trimester Exploratory 6 students**

Total VAPA enrollment: 441 students in 2015-16 (102% of total enrollment)

(some duplicates due to Art/Music Exploratory)

371 students in 2016-17 (98% of total enrollment)

(some duplicates due to Art/Music Exploratory)

342 students in 2017-18 (102% of total enrollment)

(some duplicates due to Art/Music Exploratory)

322 students in 2018-19 (93% of total enrollment)
(without duplicates = 279 or 80%)
303 students in 2019-20 (91% of total enrollment)

SMASH Middle School – 75 total students (2015-16)
83 total students (2016-17)
87 total students (2017-18)
82 total students (2018-19)
81 total students (2019-20)

Dance: no district-funded Dance classes -- A visiting dance specialist, Robert Gilliam, teaches during some PE classes for Grades 6 and 7 and is funded by the Ed Foundation.

Music: Band, Choir, Orchestra – The district funds the Band and Choir teachers, 1:30 to 3 PM on Tuesday and Thursday. SMASH uses its Ed Foundation stretch grant to fund the Orchestra teacher and the Choir accompanist.

-- 67 students (2015-16) – 2 days per week
-- 60 students (2016-17) – 2 days per week
-- 67 students (2017-18) – 2 days per week
-- 68 students (2018-19) -- 2 days per week
-- **75 students (2019-20) – 2 days per week**

For 2019-20, the 6 students who are not enrolled in Music are doing community service.

Theatre: no district-funded Theatre classes -- Ed Foundation and PTSA grants from JAMS and SMASH support an after-school spring musical at JAMS, which includes SMASH students. It is called the “JAMS/SMASH Theatre Company.”

From the principal: In 2019-20, SMASH uses part of its Ed Foundation stretch grant to provide 15 weeks of Visual Arts and 15 weeks of Theater for all 6-7-8 graders. These are arts integration experiences are co-taught between the P.S. ARTS specialists and the classroom teachers. The P.S. ARTS Visual Arts or Theater teacher is there only one hour per week for 15 weeks, but the classroom teacher extends the unit throughout the week.

Total VAPA enrollment: 67 students in 2015-16 (89% of total enrollment)
60 students in 2016-17 (72% of total enrollment)

87 students in 2017-18 (100 % of total enrollment)
68 students in 2018-19 (82% of total enrollment)
75 students in 2019-20 (93% of total enrollment)

4. High School “for credit” VAPA classes offered in 2019-20

Malibu High School -- 673 total students (2015-16)
627 total students (2016-17)
615 total students (2017-18)
629 total students (2018-19)
528 total students (2019-20)

Dance: no district-funded Dance classes

Media Arts: Film/Video Production 1 and Advanced Film Studies
-- 75 students (Spring 2016)
-- 61 students (2016-17)
-- 39 students (2017-18)
-- 47 students (2018-19)
-- **49 students (2019-20)**

Music: High School Chorale, Symphony Orchestra, Wind Ensemble
-- 109 students (2015-16)
-- 109 students (2016-17)
-- 106 students (2017-18)
-- 111 students (2018-19)
-- **92 students (2019-20)**

Theatre: Professional Actor; Stagecraft Technology
-- 30 students (2015-16)
-- 41 students (2016-17)
-- 38 students (2017-18)
-- 54 students (2018-19)
-- **41 students (2019-20)**

Visual Arts: Visual Arts (2 sections), Ceramics/Sculpture (2 sections), Ceramics II, Studio Art 3D AP, Drawing/Painting, Studio Art Drawing AP, Photo (2 sections), Photo II, Studio Art 2D AP, Digital Design

- 228 students (2015-16)
- 273 students (2016-17)
- 234 students (2017-18)
- 253 students (2018-19)
- **265 students (2019-20)**

Total VAPA enrollment: 442 students in 2015-16 (66% of total enrollment)
484 students in 2016-17 (77% of total enrollment)
417 students in 2017-18 (68% of total enrollment)
465 students in 2018-19 (74% of total enrollment)
447 students in 2019-20 (85% of total enrollment)

Olympic High School: 90 total students (2015-16)
78 total students (2016-17)
50 total students (2017-18)
46 total students (2018-19)
47 total students (2019-20)

Dance: no district-funded Dance class

Music: funded by the Ed Foundation – **The Music classes have been discontinued.**

- 15 students (2015-16)
- 10 students (2016-17)
- 14 students (2017-18)
- 10 students (2018-19) – Guitar I and Guitar II
- **0 students (2019-20)**

Theatre:

- 7 students (2015-16)
- 10 students (2016-17)
- 10 students (2017-18)
- 7 students (2018-19)
- 17 students (2019-20) – Intro to Theatre Arts/Drama

Visual Arts: Art (3 sections)

- 48 students (2015-16)
- 32 students (2016-17)
- 34 students (2017-18)
- 24 students (2018-19)
- **36 students (2019-20) -- Foundation; Advanced Art I, II, and III**

Total VAPA enrollment: 70 students in 2015-16 (78% of total enrollment)
52 students in 2016-17 (67% of total enrollment)
58 students in 2017-18 (116 % of total enrollment)
(some students take more than one arts class)
41 students in 2018-19 (89% of total enrollment)
53 students in 2019-20 (113 % of total enrollment)
(some students take more than one arts class)

Santa Monica High School – 2,950 total students (2015-16)

2,824 total students (2016-17)

2,829 total students (2017-18)

2,926 total students (2018-19)

2,773 total students (2019-20)

Dance: Dance, Professional Dance (down to 1 section from 3), Professional Dance II/III

- 164 students (2015-16)
- 149 students (2016-17)
- 104 students (2017-18)
- 85 students (2018-19)
- **54 students (2019-20)**

Media Arts: Film/Video Production 1 & 2

- 48 students (2015-16)
- 47 students (2016-17)
- 52 students (2017-18)
- 56 students (2018-19)
- **67 students (2019-20)**

Music: Men's Chorus, Women's Chorus, High School Chorale, Chamber Singers, Madrigal Ensemble;

String Orchestra, Concert Orchestra, Intermezzo Orchestra, Sinfonia Orchestra, Philharmonic Orchestra, Symphony Orchestra, Chamber Orchestra; Concert Band, Concert Band II, Concert Band III (**2 sections in 2019**), Wind Ensemble, Marching Band, Jazz Band I and II (SMC); Piano

No Band IV in 2019

- 948 students (2015-16)
- 939 students (2016-17)
- 990 students (2017-18)
- 1,013 students (2018-19)
- **1,040 students plus Jazz Band (2019-20)**

Theatre: Acting/Acting II (2 sections, Acting II, Theater Production; (Theater Tech eliminated)

- 101 students (2015-16)
- 138 students (2016-17)
- 135 students (2017-18)
- 138 students (2018-19)
- **104 students (2019-20) – No Theater Tech class.**

Visual Arts: Ceramics (7 sections), Ceramics II (2 sections), Drawing (4 sections – one less than 2017-18), Drawing/Drawing II, (no Drawing III), Painting (2 sections), Painting I & II, Studio Art 2D AP (2 sections); Photo (4 sections), Photo II;

- Digital Design (3 sections – one less than in 2018-19), Digital Design II; Yearbook
- 722 students (2015-16)
- 839 students (2016-17)
- 822 students (2017-18)
- 778 students (2018-19)
- **805 students (2019-20)**

Total VAPA enrollment: 1,882 in 2015-16 (64% of total enrollment)
2,112 in 2016-17 (75% of total enrollment)
2,103 in 2017-18 (74% of total enrollment)
2,014 in 2018-19 (69% of total enrollment)
2,070 in 2019-20 (75% of total enrollment)

5. Dance instruction in 2018-19

Dance program for Grade 4:

Beginning in 2018-19, SMC instructors are providing 4th grade dance instruction, funded by the district.

Each school site will have a choice of one of the following three "World Dances" –
African Dance, Mexican Dance, or Hawaiian Dance

- 3.3 hours or 200 minutes of instruction per classroom: 4 lessons of 50 minutes each – taught as part of the PE schedule and curriculum
- Total number of students: Approx. **820 students**
- Coordinator: Caron Eule, SMC Dance Academy Liaison, caron@ceuledance.org
- Scheduling: Carmen Doane-Barkan

Dance program for Grade 5:

SMC will provide instructors for the 5th grade Ballroom Dance classes again in 2018-19, funded by the Education Foundation, focusing on 5 dances: **Merengue, Fox Trot, Tango, Swing, and Waltz.**

- 16.6 hours or 1,000 minutes of instruction per classroom: 20 lessons of 50 minutes each
- Total number of students: Approx. **850 students**
- Coordinator: Caron Eule, SMC Dance Academy Liaison, caron@ceuledance.org
- Scheduling: Carmen Doane-Barkan

SMC Dance Academy: With the district mission of a three-pronged approach to Excellence through Equity, the SMC dance classes directly address the 2nd approach:

Approach 2: *The ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach a diverse student population effectively requires educational approaches that value and recognize their cultural backgrounds.*

Teach Cross-cultural and Socio-emotional Skills

Middle School Dance programs:

John Adams Middle School – Once again, the JAMS Dance class has been **deleted** from the VAPA class offerings in 2019-20. Teacher: Jeanette Asher, jasher@smmusd.org

Dance instruction with Robert Gilliam for 6th graders at JAMS, Lincoln, and SMASH in 2019-20:

From the Ed Foundation: We have 105 hours of teaching time for Robert Gilliam for all four schools (the Ed Foundation funds the Santa Monica schools, and the District funds Malibu Middle School). We base Robert's hours on the number of students at each school.

737 Santa Monica students will receive instruction in 2019-20. Each student gets about 4 hours total with Robert. SMASH combines grades 6 and 7. Here is the breakdown:

	Grade 6 students		# of Hours
JAMS	324		48
LINCOLN	363		50
SMASH	57		7
Total	744		105

From Robert Gilliam:

It is my intention to create a safe environment for every student that comes before me. I start with basic movement drills to counts, groove patterns, and feeling the weight of the body (finding the bottom of the pulse). When students understand these concepts and feel comfortable with what's going to happen, I then introduce the music. I will do a complete dance warm up with cardio, body isolations, and passive and active stretching.

High School Dance Program

Santa Monica High School – Samohi CTE Dance Program

Dance Levels 1, 2, and 3 are UC/CSU approved. The Samohi dance program presents two Dance Showcases each year (winter and spring) at Barnum Hall, and students also participate in entertainment-related field trips and performance events.

- Schedule: year-long instruction, 5 days per week, with occasional evening rehearsals
- Number of classes this year: 3 (10th-12th graders)
- Total number of students in 2019-20: **54 students**
- Auditions for Level Placement are announced during the spring semester.
- Teacher: Grace Maxwell, Samohi Dance Department, gmaxwell@smmusd.org

CTE Class Descriptions: <http://www.smmusd.org/CTE/classDescriptions.html> -- Dance modules include **Jazz, Contemporary, Ballet, and Hip Hop.**

6. Non-District Funding at the High School Level:

Dual enrollment classes funded by Santa Monica College

- Chamber Singers (Malibu High School)
- Jazz Band (Santa Monica High School)

7. Partnerships with Non-District Benefactors

- 1. P.S. ARTS** provides Music, Theatre, and Visual Arts instruction in the elementary schools in 2019-20, sharing the cost with the Ed Foundation for the Santa Monica schools, and sharing the cost with the district for the Malibu schools.
- 2. Santa Monica Education Foundation** -- Total Ed Foundation projected funding for Santa Monica VAPA programs in **2019-20: \$896,425**
 - a. Funds raised annually are projected to pay for the following for a total of \$633,500:
 - i. \$593,500 to the **P.S. ARTS** program -- all eight Santa Monica elementary schools can select various music, theatre, and visual arts rotations (P.S. ARTS contributes the balance)
 - ii. \$40,000 to the **5th grade ballroom dance program** in SM schools taught by SMC instructors
 - b. The **For the Arts Endowment** will fund the following for a total of **\$122,925**:
 - i. Robert Gilliam – 105 hours of dance classes at John Adams, Lincoln and SMASH
 - ii. Visual Arts grants for all secondary arts teachers;
 - iii. (Music class at Olympic High);
 - iv. Grants to after-school theatre programs at John Adams and Lincoln Middle Schools (SMASH students participate in JAMS program);
 - v. Grants to theatre programs at Olympic High and Samohi
 - vi. Plastic soprano recorders and recorder books for all 3rd graders
 - vii. Dream Strings, Dream Winds, and Dream Voice programs at the four Title I elementary schools and two Title I feeder middle schools (JAMS and Lincoln).
 - c. The **Peggy Bergmann Arts Endowment Fund** in memory of John and Lenore Bergmann funded the following for a total of **\$140,000**:
 - i. Semi-private lessons for **190** qualifying students throughout the District

ii. Instruments for qualifying students throughout the District

3. The following is a partial list of **other organizational partners** that supplemented or enhanced the VAPA programs at one or more schools:

City of Santa Monica Cultural Affairs Division
Ella Fitzgerald Charitable Foundation
Gail Dorin Music Foundation
Howard Stone, founder of Vail Jazz
Los Angeles County Arts commission
Malibu Arts Angels
Morgan-Wixson Theatre Y.E.S. program
SAMO4ART
Santa Monica-Malibu PTAs
Santa Monica Arts Parents Association
Santa Monica City Council
Santa Monica College: The Broad Stage
Santa Monica College Dual Enrollment Program
Santa Monica Kiwanis
Santa Monica Rotary Club
Santa Monica-Palisades Masonic Lodge #307

8. Additional VAPA research:

The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies --
<https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

1. Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers. In middle school, high school, and beyond, they tend to do better on a host of academic and civic behavioral measures than do at-risk youth who lack deep arts backgrounds. To varying degrees, those outcomes extend to school grades, test scores, honors society membership, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics.

2. At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied.

The Role of the Fine and Performing Arts in High School Dropout Prevention, 2002 --

James Catterall of UCLA analyzed the school records of 25,000 students as they moved from grade 8 to grade 10. He found that students who studied music and the arts had higher grades, scored better on standardized tests, had better attendance records and were more active in community affairs than other students. He also found that students from poorer families who studied the arts improved overall school performance more rapidly than all other students.

Critical Links: Learning in the Arts and Student Academic and Social Development --

Learning in the arts nurtures motivation, including active engagement, disciplined and sustained attention, persistence and risk taking. It also increases attendance and educational aspirations.

Critical Links: Learning in the Arts and Student Achievement and Social Development --

Students at risk of not successfully completing their high school educations cite their participation in the arts as reasons for staying in school. Factors related to the arts that positively affected the motivation of these students included a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take risks.

Examination of relationships between participation in school music programs of differing quality and standardized test results, Johnson, C. M. & Memmott, J. E.,

Journal of Research in Music Education (2007) -- Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school or school district.

Involvement in the Arts and Human Developments, Catterall, James S., Richard

Chapleau, and John Iwanaga (2002) -- Students consistently involved in orchestra or band during their middle and high school years performed better in math at grade 12.

The results were even more pronounced when comparing students from low-income families. Those who were involved in orchestra or band were more than twice as likely to perform at the highest levels in math as their peers who were not involved in music.

9. Art Exhibits and Dance, Music, and Theatre Performances in 2019-20

(This list does not include the elementary schools)

October 11 – Samohi Orchestras: An Enchanting Evening of Music & Film
October 12 – Samohi Choirs: Sweet Serenade
October 18 – Malibu Choirs: Cabaret Dinner Show
October 19 – Samohi Marching Band – Baldwin Park
October 26 – Samohi Marching Band -- Simi
October 29 – Samohi Bands: Fall Concert
November 2 – Samohi Marching Band – College of the Canyons
November 7 – Samohi Marching Band – Valencia High School
November 8, 9, 10, 15, 16 – Samohi Theatre: “You Can’t Take It with You”
November 9 – Samohi Marching Band -- Anaheim
November 14 – JAMS Orchestra Concert
November 15 – JAMS Bands Concert
November 16 – SCSBOA Field Show Championships -- Downey
November 21 – Lincoln MS Orchestra Concert
November 21 – Malibu High Orchestra Concert
December 5 – Lincoln MS Choir Concert
December 5 – Malibu High Band Concert
December 6 – Samohi 2019 Fall Dance Showcase – “In My Skin” –
featuring works choreographed by students
December 6-14 – Samohi Art exhibit -- “Out of the Past: Gen Z Responses to 20th
Century Santa Monica” -- 18th Street Arts Center
December 9 – Samohi Orchestras Winter Concert
December 11 -- Malibu Holiday Open House – Malibu MS & MHS Visual Arts and
Orchestra students – Malibu City Hall
December 12 – Lincoln MS Band Concert
December 12 – Malibu High Choir Concert
December 13 – Samohi Choirs: “Motus Perpetuus”
December 19 – JAMS Choir Concert at Samohi
January 16-18 – Malibu High Musical – “Chicago”
January 17 – Samohi Band Concert
January 17-20 -- SCSBOA All-Southern Honor Groups
January 21 – SMMUSD Mariachi Concert (elementary and middle school)
January 24-26 -- Lincoln MS after-school musical
January 24 – Samohi Theatre: “Murder Mystery”
February 7 – Samohi Photography “Bodhisattva” opening –
Roberts Art Gallery
February 7-8 – Café Samo 1, 2, and 3
February 9 – Samohi Jazz Bands -- Morgan-Wixson Theatre
February 11 – Samohi “Bands at the Broad” –
benefitting the Samohi Band Tour Scholarship Fund

February 20-23 -- CMEA/CASMEC All-State Honor Groups – Fresno, CA
 Lincoln Middle School Wind Ensemble invited to perform

February 27-29 – Malibu Middle School musical

February 27-29, March 1, 6-7 – Samohi spring musical “The Adams Family”

March 4-7 – Lincoln Middle School Chamber Orchestra invited to perform at the
 ASTA (American String Teachers Assoc. conference -- Orlando, FL

March 12 -- Samohi Photography Photo 2 Book Exhibit Opening Reception

March 12-15 -- Samohi Wind Symphony California Performance Tour

March 16 – “Stairway of the Stars” Choir Concert

March 20 – “Stairway of the Stars” Orchestra Concert

March 25 – Lincoln Middle School Orchestra Concert

March 26 – “Stairway of the Stars” Band Concert

March 27-28 -- Malibu MS-HS Disneyland Music in the Parks Festival

March 27 – Samohi Orchestra Concert

April 1 – Lincoln Middle School Band Concert

April 2 – Samohi Band Concert

April 25 – Spring DTASC Festival

April 30 – Districtwide Art Show – 18th Street Arts Center Airport Campus

April 30, May 1 and 2 – Malibu HS spring play

May 10 – Samohi Jazz Bands -- Catalina Jazz Club

May 12 – JAMS Orchestra Concert at Samohi

May 13 – JAMS Band Concert at Samohi

May 14 – Malibu HS Choir Concert

May 21 – JAMS Choir Concert at Samohi

May 21 – Samohi Theatre “Public Domain”

May 27 – Samohi Band “Pops” Concert

May 28 – Lincoln “Pops” Concert

May 29 – Samohi Choral Concert

May 30 – Samohi Orchestra “Senior Gala”

June 5 – Malibu HS Film Festival

